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ABSTRACT

Culture studies/global education could easily occupy students' time for an entire academic year. However, faced with the realities of the typical teaching day, it is difficult to find time for anything new or different. One solution is to provide students in the social studies with enrichment learning opportunities through the creation of an after-school global explorers club--the Econauts. An extra-curricular approach to learning provides the time and opportunity for nature walks, field trips, and field-based inquiry not otherwise available during the course of a typical school day. It is suggested that a frame of reference be established by studying the local/area environment before moving on to consider never-before-seen environments. The club can be organized in a variety of ways, but its purposes should be: (1) to enhance inquiry, (2) to encourage discovery and experimentation, (3) to stimulate independent thinking and decision making, (4) to encourage proactive action for the purpose of resolving conflicts, clarifying issues, and/or solving problems, and (5) to accumulate new information and knowledge. Suggestions are offered for learning activities on such topics as seasonal changes, sources and conservation of natural resources, land use planning, human adaptation, human engineering of the environment, and geography. Ideas are presented also for social service activities that would bring social studies alive for the students and make it relevant to real world needs and problems. (JB)

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GLOBAL HORIZONS

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

ENHANCING STUDENT AWARENESS OF AND EXPOSURE TO THE GLOBAL ENVIRONMENT THROUGH EXTRA-CURRICULAR SOCIAL STUDIES ACTIVITIES

Richard Peters, Ed.D.

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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A B O U T T H E A U T H O R

Dr. Peters is experienced in social studies/environmental education as a classroom teacher, department chairman, district-wide curriculum coordinator, and teacher inservice education director as well as the designer of the Student Environmental Awareness (SEA), People In Their Environments (PIE), and the Humans/Environment Learning Program (H/ELP) curricula for elementary/secondary grades.

Dr. Peters has been published in national periodicals such as Environmental Education Report, Social Education, The Social Studies, and The Social Studies Teacher. In 1976, the National Council for the Social Studies (NCSS) published his "Teaching About Human Beings and Their Environment" as part of the NCSS How To Do It Series for classroom teachers. Dr. Peters has been published in the ERIC system since 1975.

Dr. Peters is a member of Delta Tau Kappa, Alpha Kappa Delta, and Phi Delta Kappa as well as the NCSS Teacher Education national advisory committee. He is a past member of the NCSS International Activities Committee.

Presently, Dr. Peters is Assistant Professor/Social Studies Education in the Elementary/Secondary Education Department, The University of Maine at Presque Isle.

Deanna,

ever there to encourage and help.

Teacher-made lessons/units and system-wide (multi-grade) curricula can offer only a few learning opportunities to students - because of limited time and resources.

The social studies teacher who ventures into the realm of culture studies/global education quickly realizes that this field of study, alone, could occupy students' time for at least a semester - if not for an entire academic year.

What, then, can be done to enrich student inquiry and learning when confronted with the realities of the typical teaching day; namely, prescribed course content to be covered, testing, homework, and a million-and-one interruptions? It would seem that the curriculum does not allow for anything new/different to be added. If this is true, then efforts must be made to find the time, elsewhere in the course of the day, to provide students in the social studies with enrichment learning opportunities.

One way to provide additional learning opportunities for students and to enrich their exposure to the global environment is through the creation of an after-school global explorers club - the ECONAUTS.

When organizing the club, students and the classroom teacher (acting as club advisor) should enlist the help of organizations that are experienced in the field. For example, on the local level, contacts can be made with the County Extension Service (USDA), the Boy Scouts/Girl Scouts, the Appalachian Mountain Club, the YMCA, etc.

On the national level, contacts can be made with the Audubon Club, the National Wildlife Federation, the National Park Service, etc. Attention should also be paid to the availability of audiovisual materials, guest speakers, and area phenomena. A skillful teacher can blend these many-and-varied fabrics into a quilt of exploration and learning for young people.

FRAME OF REFERENCE

Because it is difficult for students to comprehend environments in far-removed global confines, initially an understanding of local/area phenomena must be developed.

Once a frame-of-reference is established in the students' minds - then they can begin to think in a more-abstract manner and project themselves into never-before seen environments. It might be referred to as a type of "from HERE to THERE" mental exercise.

THE CLUB - ORGANIZATION/PURPOSE(S)

The ECONAUTS club can be organized in a variety of ways:

- with the social studies teacher serving as the planner of activities and the director of learning;
- with a student-selected president and other officials;
- with an organizing committee to plan activities/events;
- with each student selecting an area of self-interest to investigate - without any formal club organization.

Whatever the organizational structure (or absence thereof) the purposes of ECONAUTS are:

- to enhance inquiry;
- to encourage discovery and experimentation;
- to stimulate independent thinking and decision making;
- to encourage proactive action for the purpose of resolving conflicts, clarifying issues, and/or solving problems;

. to accumulate new information and knowledge.

ECONAUTS are explorers and pioneers; individuals seeking better understanding of themselves, of their species, of their planet and of the character/nature of natural and social environments on a global scale.

THE COMMUNITY - NATURAL/SOCIAL ENVIRONMENTS

Because any given school is only a part of a much larger lifespace, students must be exposed to the totality of the environment...in some formalized fashion.

An extra-curricular approach to learning provides the time and opportunity for nature walks, field trips, and field-based inquiry not otherwise available during the course of a typical school day.

Community resource people can interact with students within the confines of the total lifespace environment, and places become field-based classrooms.

REFERENCE MATERIALS

Audiovisual/print materials can be used to broaden students' perceptions of the global environment when combined with field-based experiences in the local community.

Through the use of audiovisuals, students are vicariously exposed to the sights/sounds of distant natrral and social environments that would otherwise be unavailable for them to interact with and experience.

By collecting data about these environments (from books, magazines, newspapers, etc.) students can compare their similarities/differences, and can compare the character of their immediate lifespace with others more-distant and far-removed. Thus, a perceptual BRIDGE is constructed between that which is familiar and understood (close-at-hand) with that which is distant and not readily perceived initially.

THE SOCIAL STUDIES DISCIPLINES

Each of the social studies discourses of knowledge enhances student perceptions, clarifies uncertainties, and builds an understanding of those people/places/things far-removed.

Using a cross-culture or cross-environment matrix format, students can compare the similarities/differences between diverse social groups and/or natural phenomena.

For example, students can select diverse cultures, e.g., India, Kenya, Korea, United States of America, and compare how they are alike and different re specific traits.

TRAITS

CULTURES	1	2	3	4	5	6	7	8	9
INDIA									
KENYA									
KOREA									
USA									

1 Government - Structure/Functions
2 Religion - Beliefs/Practices
3 Family - Structure/Function/Roles
4 Education - Structure/Functions
5 Social Roles/Status
6 Economics
7 Food/Dress/Shelter
8 Tools/Weapons
9 Social Relationships

Students can select diverse natural environments, e.g., deserts, mountains, polar regions, prairies, rain forests, and swamps, and compare their similarities/differences re specific characteristics.

CHARACTERISTICS

REGIONS	1	2	3	4	5	6	7	OTHERS
Deserts								
Mountains								
Rain Forests								
Swamps								

1 Seasonal temperatures

2 Moisture

3 Altitude

4 Flora/Fauna

5 Erosion

6 Wind currents

7 Geology

Students can plan/conduct field-based studies such as:

- taking/testing soil samples;
- taking/testing water samples;
- gathering flower/plant specimens;
- identifying/collecting rock samples;
- collecting leaf samples;
- photographing/videotaping natural landscapes;
- recording the sounds of the forest, etc.;
- identifying/collecting fungi samples;
- conducting archaeological digs.

Geography can be used to locate people/places/things; economics provides information re lifestyles and the utilization of natural resources; anthropology/sociology explain culture traits; history records the events in the collective life and individual lives in the social group; and government/political science explain a group's comprehension of rule and the everyday operations of a system of governance.

SUGGESTED ACTIVITIES

TOPIC Seasonal Change(s) - An on-going study.

1 Students collect leaves, plants, and flowers and conduct research studies;

2 Students assemble a video diary of a particular location - depicting the seasonal changes that take place;

3 Students study the wildlife of the region;

4 Students learn wilderness survival skills - taught by trained experts representing camping/hiking organizations such as the Appalachian Mountain Club;

5 Students go on overnight/weekend-long camping/hiking trips;

6 Students are taken on field trips to diverse nature sites;

7 Students learn to cross country ski and/or snowshoe.

TOPIC Natural Resources - Sources

1 Students are taken on nature walks/ field trips to diverse natural regions to observe natural resources and to listen to guest speakers discuss them;

2 Students learn about topics such as reforestation, conservation, and stewardship;

3 Students study topography, seasonal change(s), water tables, elevation, etc. to determine their effects upon the quality/quantity of available natural resources;

4 Students take field trips to local/ area sites where they learn about human efforts to maintain an abundance of natural resources;

5 Students develop table top diaramas depicting local areas of natural resources;

6 Students draw regional maps and locate natural resource areas on them.

TOPIC Natural Resources - Use/Conservation

1 Students take field trips into the community to discover how natural resources effect the local economy;

2 Students meet with community resource people to learn how natural resources are used - locally;

3 Students visit conservation sites to learn about conservation techniques/ stewardship practices;

4 Students collect samples of products made from local natural resources;

5 Students videotape trips into natural resource areas;

6 Students take field trips to natural resource areas to observe harvesting techniques, etc.;

7 Students make visual aids to demonstrate the types/variety of local natural resources.

TOPIC Land use planning

1 Students meet with community resource people who discuss the concept of land use planning;

2 Students are taken on field trips to observe land use planning strategies in the local community;

3 Students draw regional maps and identify land use planning strategies;

4 Students record land use planning strategies, in the local community, on film and/or videotape;

5 Students develop table top diaramas depicting how the community's land resources are used;

6 Students attend land use planning meetings within the community;

7 Students compare land use strategies of several communities within a given radius of the local community.

TOPIC Human Adaptation

1 Students take field trips into the community to observe styles of shelter;

2 Students meet with guest speakers to learn how local inhabitants have, over time, adapted to the natural surroundings of the community;

3 Students research local/area histories to determine the process of human adaptation/settlement;

4 Students take field trips to stores and/or manufacturing sites to learn how clothing types/styles help humans adapt to their natural surroundings;

5 Students take field trips to food service facilities to learn how available natural resources effect diet, etc.;

6 Students develop film/videotape diaries of human adaptation examples in the community.

TOPIC Human engineering of the environment

1 Students take field trips into the community/surrounding area(s) to observe examples of how humans have altered the natural environment;

2 Students meet with guest speakers to learn about the ways in which humans have altered the natural environment - and the consequences of such engineering;

3 Students develop film/videotape diaries of human engineering of the local natural environment;

4 Students research local/area histories to determine the sequence of human engineering re the natural environment;

5 Students investigate reasons for human engineering of the local environment;

6 Students develop regional maps and identify where engineering has taken place;

7 Students interview construction company executives to determine what steps are taken to protect the natural environment when homes/buildings are being erected;

8 Students are taken on field trips to construction sites to observe how architects blend buildings with the natural landscape;

9 Students contact the Environmental Protection Agency (EPA) to determine policies/procedures enacted to safeguard the natural environment;

10 Students investigate the concept: environmental impact studies. They take field trips to sites where eis activities are required.

TOPIC Geography

1 Students are taken on field trips to several natural sites to explore terrain, topography, geology, etc.;

2 Students research the local/area histories to determine the effects geography had upon settlement, transportation, trade, commercial development, growth of urban areas, utilization of natural resources, etc.;

3 Students develop maps of the region and identify geographical features;

4 Students create table top diaramas of the region and identify geographical features;

5 Students meet with guest speakers at designated sites to discuss the geography of the community and its impact upon community growth and human adaptation.

The ECONAUTS club not only provides opportunities for students to inquire and to develop intellectually, it also can function as a service agency to the community. In this capacity, students function as social service personnel - and they live the experience of working with community inhabitants; thus bringing the social studies alive and making them relevant to real world needs and problems.

SOCIAL SERVICE ACTIVITIES - EXAMPLES

1 Students film/videotape the natural/social environments of the community and surrounding area. Presentations are developed for viewing by shut-ins in hospitals/nursing homes.

2 Students organize and conduct community clean-up campaigns in conjunction with community organizations/church groups, etc.

3 Students advertise upcoming state/national/ international ecology campaigns and activities.

4 Students write a weekly column for the local newspaper.

5 Students appear on their own weekly local television show.

6 Students sponsor elementary/secondary school environmental education/global studies fairs.

7 Students chaperone groups on trips to natural environment sites for purposes of nature walks, hiking/backpacking day trips, overnight/weekend hiking/camping trips, etc.

8 Students conduct bottle/newspaper drives, etc., in order to raise funds for worthy community causes.

9 Students conduct an environmental impact study, and develop an environmental education lab site for use by elementary/secondary students, local youth groups, senior citizen groups, etc.

Beginners site for Kindergarten - Grade 3 students with an emphasis on initial exposure/interaction with natural environment phenomena.

Intermediate site for Grades 4 - 8 students with an emphasis on inquiry. Several study stations are identified and used by different grades.

Advanced site for Grades 9 - 12 students with an emphasis on skills development/ **application** in a pristine environment.

An on-going activity that club members can be involved in is a review of the daily newspaper for articles related to natural/social environment conflicts, issues, problems, and/or situations.

Keeping a scrapbook of news items, clipped from a variety of newspapers and magazines, could be a club project.

Club members can gain experience writing for the local newspaper; their weekly column, and for their weekly television program by writing sample news items - like those clipped from the daily papers.

SAMPLES TO FOLLOW
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- MAINE FIGHTS FOR ITS COAST: Individuals Make Waves On Coastline
- Fight for clean beaches joins two old foes
- EPA files suits over asbestos
- Twin Cities tops for tots
- Florida Cabinet acts on islands moratorium
- Firms agree to pay fines
- Redford, Denver lead eco seminars

Maine fights for its coast

Individuals make waves on coastline

By Web Bryant, USA TODAY

By Bill Nichols
USA TODAY

CUTLER, Maine — When this cozy fishing village was founded in 1785, one of the first four settlers was a Cates.

That Cates was an ancestor of Jasper Cates, Cutler lobsterman, curmudgeon and self-proclaimed "damn trouble-making environmentalist."

And to see Jasper Cates' eyes sparkle as he surveys the rocky headlands above Cutler harbor, you see why preserving this land has become a matter of honor.

Cates, 65, is part of a movement to preserve the spectacular coastline of Maine, the state that serves as President Bush's vacation getaway, from increasing pressure by private developers.

Beautiful places such as Maine must face tough choices: Public and private sectors alike are trying to walk a tricky path that provides for economic gains and homeowners' rights, but preserves the wonder of nature.

The Mainer's love for the land is catching. "I'd hate to have my great-grandson come up and say to me, 'What did that land used to look like?' and 'Why didn't you do something to save it?' " says Cates, whose current crusade centers on a strip of Cutler coast that has gone on the market.

"There's a lot of people who feel like when they give their last damn gasp and fall over, the future ends. They feel like the children can fend for themselves. But you can't feel that way."

Concern about preserving Maine's coastal and island resources — either as beaches or to retain the beauty and environmental integrity of the shoreline — has been fueled in part by coverage of the Bushes' affection for their oceanfront hideaway in Kennebunkport. Bush will be vacationing there until Sept. 4.

But public access to the beach has long been a problem because so much of it is in private hands. Less than 5 percent of the land — about 1 million acres — is publicly owned.

Although tourism is a major staple of its economy, Maine has only 35 miles of sandy beach along its 2,500 miles of coastline. And only 25 percent of that beach is publicly owned.

"There has been a historic tradition of public access to the coast and to timberland as well," says Caroline Pryer of the Maine Coast Heritage Trust, a non-profit group

By Jack Wynn 1989
Special for USA TODAY

Beach pollution has made allies out of environmentalists and the resort industry, who often are at odds over development of beachfronts and coastal wetlands.

This summer, at least 80 beaches in New York and New Jersey alone have been temporarily closed because of garbage or sewage. Acutely aware that beach closings eventually could mean bankruptcy, the seashore resort industry is joining efforts to clean up beaches and stop ocean dumping of sewage, trash, medical waste and toxic chemicals.

"Obviously, if we don't have a clean environment, we don't have a business," says Tom Franks, senior vice president and chief's lobbyist for the American Resort and Residential Development Association in Washington, D.C.

Franks says he's ready to sit down with old adversaries such as the National Resources Defense Council "to see how we can work together." NRDC, also noting the irony, says it's more than willing to talk about joint efforts.

Besides lobbying on Capitol Hill, ARRDA urges grassroots action. What's going on:

▶In Atlantic City, Caesars Casino has teamed up with Schering-Plough Corp., maker of Coppertone suntan lotion, to raise $1 million for the New Jersey Shore Foundation. Foundation spokesman Richard Kinney says the money supplements state funds used for beach cleanups and "to identify and convince sources of beach pollution to mend their ways."

▶In Del Mar, Calif., north of San Diego, ARRDA members such as Jim Watkins at The Winners Circle Resorts International, find themselves banding together with environmentalists to fight close-in offshore oil drilling and industrial runoff.

▶The Texas Hotel/Motel Association is one of 22 major corporate sponsors of the state's 3-year-old "adopt-a-beach" program. More than 100,000 volunteers have picked up more than 2 million pounds of beach garbage.

▶In Miami, General Development Corp. makes hefty contributions to a national beach cleanup effort sponsored by the Washington, D.C. based Center for Marine Conservation. GDC, Florida's largest developer of planned resort communities, also encourages employees to participate in local beach cleanups.

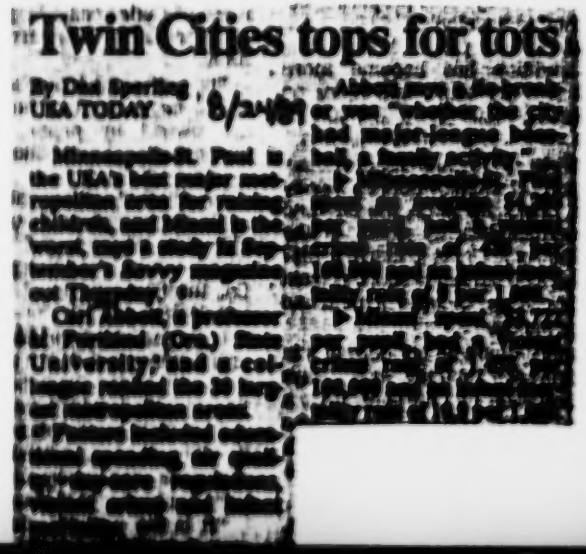
Polluters are the resort industry's "natural enemies," says Carl Burlingame, editor of the trade publication Resort Development. "We may not be marching in the streets against pollution, but it may come to that."

EPA files suits over asbestos

WASHINGTON (AP) — The Environmental Protection Agency accused demolition contractors in 11 states Tuesday of violating asbestos-removal safeguards in schools, restaurants and other buildings.

Civil lawsuits seeking unspecified damages were filed by the government against 33 companies and individuals plus the New York City Board of Education. 8/22/89

"Today's coast-to-coast effort to punish violators is a message to those who ignore the law," said Henry Habicht, EPA deputy administrator. "Asbestos is a known cause of cancer in humans and it can be a killer. Companies which think 'business as usual' means ignoring the laws which protect public health will be prosecuted."


Twin Cities tops for tots

By Dini Sperling
USA TODAY 8/24/89

Florida Cabinet acts on islands moratorium

TALLAHASSEE (UPI) — The Florida Cabinet agreed Tuesday to lease land to a developer who wants to build a marina on an environmentally sensitive island near Cedar Key, but it later ordered a 60-day moratorium on future development on such unbridged, unprotected barrier islands. 8/22/89

The Cabinet approved the temporary moratorium on leasing state submerged land to developers after it issued a five-year-lease to Rex Andrews, owner of Atsena Otie Key, an unprotected barrier island near Cedar Key. Atsena Otie is the site of a community wiped out by a hurricane a century ago and is notconnected to the mainland.

Andrews sought to lease submerged state land in order to build a 25-slip marina which would eventually serve residents of the 36-house development he plans to build on the island. The lease agreement is contingent on whether Andrews' project is subject to a Development of Regional Impact study.

Cabinet members voted in favor of approval because Andrews had already been through the extensive approval process.

Environmentalists at Tuesday's meeting endorsed the temporary moratorium, which would affect 127 unbridged barrier islands.

Charles Lee, representing the Florida Audubon Society, said the policy "was long overdue."

State law prohibits the development of barrier islands by denying funds for bridges, roadways and sewer lines. But many developers get around that by building marinas, which allow the transporting of construction materials and future residents to commute back and forth.

Redford, Denver lead eco-seminars

By Arlene Vigoda
USA TODAY 8/23-27/89

Robert Redford and John Denver step into their lesser-known roles — environmental activists — this week.

Today through Saturday, Redford plays host to U.S. and Soviet scientists and opinion makers at his resort near Provo Canyon, Utah, for the Sundance Symposium on Global Climate Change. Topics include slowing the rate of climate change and cooperation between nations.

Tom Brokaw, Garry Trudeau and Carl Sagan may attend the confab, sponsored by Redford's 8-year-old Institute for Resource Management.

Denver heads a Choices for the Future symposium Thursday through Sunday in Aspen, Colo. Topics include recycling and global warming.

"We are hoping to create a structure for involving and committing people into positive action," says Denver of his fourth annual conference.

Celebrity involvement often increases interest in issues, and environmentalists hope that will be sustained.

Says Elizabeth Darby Junkin, managing editor of *Buzzworm: The Environmental Journal*: "I just hope that we can go beyond the eco-chicness and really focus on what you and I can do to clean up this place we call home."

Firms agree to pay fines

TALLAHASSEE (UPI) — Two companies with operations in Florida have agreed to pay cash settlements to the state for air and water pollution violations, the Department of Environmental Regulations reported Tuesday. 8/22/89

Continental Cement Co. of Florida Inc., agreed to pay $5,220 to resolve state allegations of violating air pollution rules at its bulk cement unloading plant in Port Everglades, near Fort Lauderdale.

Officials for the DER southeast district in West Palm Beach said Continental built the plant without the required permits and circumvented an air pollution control device.

The DER issued a warning notice in December 1987 citing Continental for operating without required permits and violating state excess emissions requirements. A consent order was issued July 26, 1989.

Florida Distillers Co. agreed to pay $5,000 for violating state rules regulating the discharge of domestic, agricultural and industrial runoff. Florida Distillers owns and operates an alcohol manufacturing and distilled spirits processing facility in Lake Alfred, near Tampa.

The DER cited the company for allowing unauthorized discharges into Lake Swope from its treatment system, sprayfields and tanker trucks.

From Feb. 1, 1988, to December 1988 waste was released into a drainage ditch that flowed into Lake Swope.

SELECTED ERIC PUBLICATIONS BY THE AUTHOR

Strategies to Affect Student Awareness of Natural and Social Environments in Outdoor Education: A Resource Guide
ED 092 300 1974

How to Take the Classroom Out into the Environment: A Resource Guide
ED 125 856 1976

The Community, the Social Studies, and Student Environmental Awareness
ED 125 956 1976

Progress Toward A Global Perspective of Environmental Quality: Strategies to Affect Student Awareness of the Environment
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The SAGE Cross-Culture Matrix Approach to the Study of Global Environments and Human Inhabitants
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